Big Idea/Reporting Category: Structure in the Arts (1)
Understanding of the various structural components of the arts is critical to conceptual development of other larger concepts in the arts. Structures that artists use include elements and principles of each art form, tools, media, and subject matter that impact artistic products, and specific styles and genre that provide a context for creating works. It is the artist's choice of these in the creative process that results in a distinctively expressive work. Students make choices how to use structural organizers to create meaningful works of their own. The more students understand, the greater their ability to produce artworks and interpret or critique artworks from other artists, cultures, and historical periods.

End of Primary	4th Grade	5th Grade
Music		

AH-EP-1.1.1
Students begin to recognize and identify aspects of the elements of music using musical terminology:
 	
Elements of Music:
  Rhythm - bar lines, measures, whole notes, half notes, and quarter notes (aurally and visually)
  Tempo - steady beat, faster, slower (aurally)
  Melody - note names on the treble clef staff (visually)
  Harmony - rounds and simple 2-part songs (aurally), songs are major or minor (aurally)
  Form - call and response form, AB form and ABA form (aurally)
  Timbre (tone color) - recognize different qualities of musical sounds, instruments by family (brass, woodwind, string, percussion (aurally and visually)) and human voices (aurally)
  Dynamics - soft, loud (aurally)
	AH-E4-1.1.1
	Students identify and/or describe elements of music in a variety of music.
	
	Elements of Music:
	  Rhythm - meter/ time signature (2/4, 3/4, 4/4), bar lines, rhythmic durations (whole, half, quarter, and 8th notes and rests), measure
	  Tempo - steady beat, slow, fast.
	  Melody - shape, direction (pitches move up, down, by step, by skip, stay the same), treble clef sign, pitch notation (notes from middle C to F at top of staff), high vs. low notes (pitches)
	  Harmony -unison (non harmony), parts, major/minor (aurally)
	  Form - call and response, two-part (AB), three-part (ABA), round, verse/chorus, repeat signs
	  Timbre (tone color) - instruments by family (brass, woodwind, string, percussion (aurally and visually)) and human voices (aurally)
	  Dynamics - soft (piano - p), medium soft (mezzo piano - mp), medium loud (mezzo forte - mf), loud (forte - f)
		AH-E5-1.1.1
		Students identify, describe and/or explain the use of elements of music in a variety of music.
		
		Elements of Music:
		  Rhythm - meter/time signature (2/4, ¾, 4/4), bar lines, rhythmic durations (whole, half, quarter, and 8th notes and rests), measure
		  Tempo - steady beat, slow, fast.
		  Melody - shape, direction (pitches move up, down, by step, by skip, stay the same), treble clef sign, pitch notation (treble clef line notes and space notes), high notes vs. low notes (pitches)
		  Harmony - unison (non harmony), parts, major/minor (aurally)
		  Form - call and response, two-part (AB), three-part (ABA), round, verse/chorus, repeat signs
		  Timbre (tone color) - instruments by family (brass, woodwind, string, percussion) and human voices (high voices, low voices)
		  Dynamics - soft (piano - p), medium soft (mezzo piano - mp), medium loud (mezzo forte - mf), loud (forte - f)

	AH-E4-1.1.2 *Students identify and describe various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).*	*AH-E5-1.1.2* *Students identify and describe various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).*

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Big Idea/Reporting Category: Structure in the Arts (1)
Understanding of the various structural components of the arts is critical to conceptual development of other larger concepts in the arts. Structures that artists use include elements and principles of each art form, tools, media, and subject matter that impact artistic products, and specific styles and genre that provide a context for creating works. It is the artist's choice of these in the creative process that results in a distinctively expressive work. Students make choices how to use structural organizers to create meaningful works of their own. The more students understand, the greater their ability to produce artworks and interpret or critique artworks from other artists, cultures, and historical periods.

End of Primary	4th Grade	5th Grade
Dance		

AH-EP-1.2.1
Students observe dance/movement and describe elements and movements using dance terminology:
 	
Elements of dance:
   Space - direction (forward, backward, diagonal), pathway (straight, curved,) levels (high, middle, low)
   Time (tempo) - steady beat, faster or slower
   Force - more or less energy (gentle/strong)
	AH-E4-1.2.1
	Students identify and/or describe elements of dance in a variety of dances.
	
	Elements of dance:
	   Space - direction (forward, backward, diagonal), pathway (straight, curved,) levels (high, middle, low)
	   Time (tempo) - steady beat, faster or slower
	   Force - more or less energy (e.g., soft/hard, light/heavy)
	   Compositional Form - call and response, AB, ABA forms
	.
		AH-E5-1.2.1
		Students identify, describe and/or explain the use of elements of dance in a variety of dances.
		
		Elements of dance:
		   Space - direction (forward, backward, diagonal), pathway (straight, curved,) levels (high, middle, low)
		   Time (tempo) - steady beat, faster or slower
		   Force - more or less energy (e.g., soft/hard, light/heavy)
		   Compositional Form - call and response, AB, ABA forms

	AH-E4-1.2.2 *Students describe how dance uses time, space and force to communicate ideas, thoughts, and feelings*	*AH-E5-1.2.2* *Students describe how dance uses time, space, and force to communicate ideas, thoughts, and feelings.*

Big Idea/Reporting Category: Structure in the Arts (1)
Understanding of the various structural components of the arts is critical to conceptual development of other larger concepts in the arts. Structures that artists use include elements and principles of each art form, tools, media, and subject matter that impact artistic products, and specific styles and genre that provide a context for creating works. It is the artist's choice of these in the creative process that results in a distinctively expressive work. Students make choices how to use structural organizers to create meaningful works of their own. The more students understand, the greater their ability to produce artworks and interpret or critique artworks from other artists, cultures, and historical periods.

End of Primary	4th Grade	5th Grade
Drama		
AH-EP-1.3.1 *Students observe dramatic productions and describe literary elements, technical elements, and/or performance elements using drama/theatre terminology.* *Elements of drama:* 　*Literary elements - story line (plot), character, story organization (beginning, middle, end)* 　*Technical elements - scenery, costumes, props, make-up* 　*Performance elements - acting (how speaking, moving help to create characters)*	*AH-E4-1.3.1* *Students identify and/or describe elements of drama in dramatic works.* *Elements of drama:* 　*Literary elements - story line (plot), character, story organization (beginning, middle, end), dialogue, monologue, conflict* 　*Technical elements - scenery, costumes, props, sound and music, make-up* 　*Performance elements - acting, character, movement, vocal expression, speaking style, listening, storytelling*	AH-E5-1.3.1 **Students identify, describe and/or explain the use of elements of drama in dramatic works.** **Elements of drama:** 　**Literary elements - story line (plot), character, story organization (beginning, middle, end), dialogue, monologue, conflict** 　**Technical elements - scenery, costumes, props, sound and music, make-up** 　**Performance elements - acting, character, movement, vocal expression, speaking style, listening, storytelling**
	AH-E4-1.3.2 *Students identify describe and/or explain characters, relationships among characters and settings as related to a script, a scenario, or classroom dramatization.*	*AH-E5-1.3.2* *Students identify describe and/or explain characters, relationships among characters and settings as related to a script, a scenario, or classroom dramatization.*
	AH-E4-1.3.3 *Students identify and describe a variety of creative dramatics (improvisation, mimicry, pantomime, role playing, and storytelling).*	*AH-E5-1.3.3* *Identify and describe a variety of creative dramatics (improvisation, mimicry, pantomime, role playing, and storytelling).*

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Big Idea/Reporting Category: Structure in the Arts (1) Understanding of the various structural components of the arts is critical to conceptual development of other larger concepts in the arts. Structures that artists use include elements and principles of each art form, tools, media, and subject matter that impact artistic products, and specific styles and genre that provide a context for creating works. It is the artist's choice of these in the creative process that results in a distinctively expressive work. Students make choices how to use structural organizers to create meaningful works of their own. The more students understand, the greater their ability to produce artworks and interpret or critique artworks from other artists, cultures, and historical periods.		
End of Primary	**4ᵗʰ Grade**	**5ᵗʰ Grade**
Visual Arts		
AH-EP-1.4.1 *Students observe two- and three-dimensional works of visual art and describe elements and principles of design used in the works.* *Elements of art:* *Line – various kinds of lines used in visual art (straight, curved, zigzag, thick, thin)* *Shape – geometric, free-form* *Form – shapes in 3-dimension* *Texture – visual and tactile (rough versus smooth)* *Color – names of colors in the color wheel (primary and secondary) color schemes (warm, cool, and neutral colors)* *Principles of design:* *Pattern - (repetition of an element)* *Emphasis - (focal point)* *Balance - (symmetry),* *Contrast - (opposite, e.g., black/white, rough/smooth)*	*AH-E4-1.4.1* *Students identify and/or describe works of art using elements of art, and principles of design.* *Elements of art:* *line, shape, form, texture, and color (primary and secondary hues) and color schemes (warm, cool, neutral)* *Principles of design:* *organization of visual compositions: emphasis (focal point), pattern, balance (symmetry), contrast (opposite, e.g., black/white, rough/smooth)*	**AH-E5-1.4.1** **Students identify describe and/or explain works of art using elements of art, and principles of design.** **Elements of art:** **line, shape, form, texture, and color (primary and secondary hues) and color schemes (warm, cool, neutral)** **Principles of design:** **organization of visual compositions: emphasis (focal point), pattern, balance (symmetry), contrast (opposite, e.g., black/white, rough/smooth)**
	AH-E4-1.4.2 *Students identify and/or describe how an artist uses various media and processes.* *Media (plural) /medium (singular):* *two-dimensional (used to produce artworks) - crayon, pencil, paint, fabric, yarn, paper, papier-mâché* *three-dimensional (properties of media need to be known in order to respond to artworks) - clay, papier-mâché* *Art processes:* *two-dimensional - drawing, painting, fiber art (e.g., fabric printing, stamping) and collage.* *three-dimensional - pottery, and sculpture, fiber art (e.g., constructing with fiber, weaving, quilting)*	*AH-E5-1.4.2* *Students identify and/or describe how an artist uses various media and processes.* *Media (plural) /medium (singular):* *two-dimensional (used to produce artworks) - crayon, pencil, paint, fabric, yarn, paper, papier-mâché* *three-dimensional (properties of media need to be known in order to respond to artworks) - clay, papier-mâché* *Art processes:* *two-dimensional - drawing, painting, fiber art (e.g., fabric printing, stamping), and collage.* *three-dimensional - pottery, and sculpture, fiber art (e.g., constructing with fiber, weaving, quilting)*

Big Idea/Reporting Category: Humanity in the Arts (2)
The arts reflect the beliefs, feelings, and ideals of those who create them. Experiencing the arts allows one to experience time, place, and/or personality. By experiencing the arts of various cultures, students can actually experience the beliefs, feelings, and ideas of those cultures. Students also have the opportunity to experience how the arts can influence society through analysis of arts in their own lives and the arts of other cultures and historical periods. Studying the historical and cultural stylistic periods in the arts offers students an opportunity to understand the world past and present, and to learn to appreciate their own cultural heritage. Looking at the interrelationships of multiple arts disciplines across cultures and historical periods is the focus of humanities in the arts.

End of Primary	**4th Grade**	**5th Grade**
Music		

AH-EP-2.1.1
Students identify music from the following cultures and periods.
 	
Cultures:
    Native American,
    Appalachian, and
    West African
 	
Periods:
     Colonial American
	AH-E4-2.1.1
	Students recognize that music has been a part of cultures and periods throughout history.
	
	Cultures:
	    Native American,
	    Appalachian, and
	    West African cultures (ceremonial, ritual, recreational, artistic expression)
	
	Periods:
	     Colonial American (European influences on American music)
		AH-E5-2.1.1
		Students describe and/or identify how music has been a part of cultures and periods throughout history.
		
		Cultures:
		    Native American,
		    Appalachian, and
		    West African cultures (ceremonial, ritual, recreational, artistic expression, similarities and differences in the use of elements of music among cultures (e.g., rhythm – polyrhythm in African music not in Native American, etc.)
		
		Periods:
		    Colonial American (European influences on American music, classical music in early America)

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Big Idea/Reporting Category: Humanity in the Arts (2)
The arts reflect the beliefs, feelings, and ideals of those who create them. Experiencing the arts allows one to experience time, place, and/or personality. By experiencing the arts of various cultures, students can actually experience the beliefs, feelings, and ideas of those cultures. Students also have the opportunity to experience how the arts can influence society through analysis of arts in their own lives and the arts of other cultures and historical periods. Studying the historical and cultural stylistic periods in the arts offers students an opportunity to understand the world past and present, and to learn to appreciate their own cultural heritage. Looking at the interrelationships of multiple arts disciplines across cultures and historical periods is the focus of humanities in the arts.

End of Primary	4th Grade	5th Grade
Dance		
AH-EP-2.2.1 *Students identify dances of the following cultures and periods.* *Cultures:* *Native American,* *Appalachian, and* *West African* *Periods:* *Colonial American*	*AH-E4-2.2.1* *Students recognize that dance has been a part of cultures and periods throughout history.* *Cultures:* *Native American,* *Appalachian, and* *West African cultures (ceremonial, ritual, recreational, artistic expression)* *Periods:* *Colonial American (European influences on American dance)*	**AH-E5-2.2.1** **Students describe and/or identify how dance has been a part of cultures and periods throughout history.** **Cultures:** **Native American,** **Appalachian, and** **West African cultures (ceremonial, ritual, recreational, artistic expression, similarities and differences in the use of elements of dance among cultures, e.g., time/beat, force)** **Periods:** **Colonial American (European influences on American dance)**

Big Idea/Reporting Category: Humanity in the Arts (2)
The arts reflect the beliefs, feelings, and ideals of those who create them. Experiencing the arts allows one to experience time, place, and/or personality. By experiencing the arts of various cultures, students can actually experience the beliefs, feelings, and ideas of those cultures. Students also have the opportunity to experience how the arts can influence society through analysis of arts in their own lives and the arts of other cultures and historical periods. Studying the historical and cultural stylistic periods in the arts offers students an opportunity to understand the world past and present, and to learn to appreciate their own cultural heritage. Looking at the interrelationships of multiple arts disciplines across cultures and historical periods is the focus of humanities in the arts.

End of Primary	4th Grade	5th Grade
Drama		
AH-EP-2.3.1 *Students identify folktales, legends, or myths from the following cultures and periods.* *Cultures:* *Native American,* *Appalachian, and* *West African* *Periods:* *Colonial American*	*AH-E4-2.3.1* *Students recognize that drama has been a part of cultures and time periods throughout history.* *Cultures:* *Native American,* *Appalachian, and* *West African cultures (story telling, myths, legends, folktales)* *Periods:* *Colonial American (European influence on American drama/theatre, plays from England)*	**AH-E5-2.3.1** **Students describe and/or identify how drama has been a part of cultures and time periods throughout history.** **Cultures:** **Native American,** **Appalachian, and** **West African cultures (story telling, myths, legends, folktales)** **Periods:** **Colonial American (European influence on American drama/theatre, plays from England)**

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Italics – Supporting Content Statement

Big Idea/Reporting Category: Humanity in the Arts (2)
The arts reflect the beliefs, feelings, and ideals of those who create them. Experiencing the arts allows one to experience time, place, and/or personality. By experiencing the arts of various cultures, students can actually experience the beliefs, feelings, and ideas of those cultures. Students also have the opportunity to experience how the arts can influence society through analysis of arts in their own lives and the arts of other cultures and historical periods. Studying the historical and cultural stylistic periods in the arts offers students an opportunity to understand the world past and present, and to learn to appreciate their own cultural heritage. Looking at the interrelationships of multiple arts disciplines across cultures and historical periods is the focus of humanities in the arts.

End of Primary	4th Grade	5th Grade
Visual Arts		

AH-EP-2.4.1
Students identify art from the following cultures and periods.
 	
Cultures:
    Native American,
    Appalachian, and
    West African
 	
Periods:
    Colonial American
	AH-E4-2.4.1
	Students recognize that visual art has been a part of cultures and time periods throughout history.
	
	Cultures:
	    Native American,
	    Appalachian, and
	    West African cultures (commemoration, artistic expression, narrative)
	
	Periods:
	    Colonial American (European influences on American art)
		AH-E5-2.4.1
		Students describe and/or identify how visual art has been a part of cultures and time periods throughout history.
		
		Cultures:
		    Native American,
		    Appalachian, and
		    West African cultures (commemoration, artistic expression, narrative/similarities and differences in the use of elements visual arts among cultures, e.g., line, color)
		
		Periods:
		    Colonial American (European influences on American art)

Big Idea/Reporting Category: Purposes for Creating the Arts (3)
 The arts have played a major role throughout the history of humans. Because of the power of the arts to communicate on a basic human level, they continue to serve a variety of purposes in society. The arts are used for artistic expression to express specific emotions or feelings, in a narrative manner to tell stories, to imitate nature, and to persuade others. The arts bring meaning to ceremonies, rituals, celebrations, and commemorations. Additionally, they are used for recreation and to support recreational activities. Students experience the arts in a variety of roles through their own creations and performances and through those of others. Through their activities and observations, students learn to create arts and use them for a variety of purposes in society.

End of Primary	4th Grade	5th Grade
Music		
AH-EP-3.1.1	*AH-E4-3.1.1*	**AH-E5-3.1.1**
Students experience music created for a variety of purposes.	*Students identify and/or describe how music fulfills variety of purposes.*	**Students identify and/or describe how music fulfills variety of purposes.**
Purposes of music:	*Purposes of music:*	**Purposes of music:**
Ceremonial - (ritual, celebration, commemoration)	*Ceremonial - (ritual, celebration, commemoration)*	**Ceremonial - (ritual, celebration, commemoration)**
Recreation - (for recreation, to support other recreational activities)	*Recreation - (for recreation, to support other recreational activities)*	**Recreation - (for recreation, to support other recreational activities)**
Artistic Expression - (to express or communicate emotion, feelings, ideas, information (narrative))	*Artistic Expression - (to express or communicate emotion, feelings, ideas, information (narrative))*	**Artistic Expression - (to express or communicate emotion, feelings, ideas, information (narrative))**

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Big Idea/Reporting Category: Purposes for Creating the Arts (3)		
The arts have played a major role throughout the history of humans. Because of the power of the arts to communicate on a basic human level, they continue to serve a variety of purposes in society. The arts are used for artistic expression to express specific emotions or feelings, in a narrative manner to tell stories, to imitate nature, and to persuade others. The arts bring meaning to ceremonies, rituals, celebrations, and commemorations. Additionally, they are used for recreation and to support recreational activities. Students experience the arts in a variety of roles through their own creations and performances and through those of others. Through their activities and observations, students learn to create arts and use them for a variety of purposes in society.		
End of Primary	**4th Grade**	**5th Grade**
Dance		
AH-EP-3.2.1 *Students experience dance created for a variety of purposes.* *Purposes of dance:* *Recreational - (for recreation, to support recreational activities, e.g., ballroom, line dancing, aerobic)* *Artistic expression - (to express or communicate emotion, feelings, ideas, information (narrative))* *Ceremonial - (e.g., commemorative, ritual)*	*AH-E4-3.2.1* *Students identify and/or describe how dance fulfills a variety of purposes.* *Purposes of dance:* *Recreational - (for recreation, to support recreational activities, e.g., ballroom, line dancing, aerobic)* *Artistic expression - (to express or communicate emotion, feelings, ideas, information (narrative))* *Ceremonial - (e.g., commemorative, ritual)*	AH-E5-3.2.1 **Students identify and/or describe how dance fulfills a variety of purposes.** **Purposes of dance:** **Recreational - (for recreation, to support recreational activities, e.g., ballroom, line dancing, aerobic)** **Artistic expression - (to express or communicate emotion, feelings, ideas, information (narrative))** **Ceremonial - (e.g., commemorative, ritual)**

Big Idea/Reporting Category: Purposes for Creating the Arts (3)
The arts have played a major role throughout the history of humans. Because of the power of the arts to communicate on a basic human level, they continue to serve a variety of purposes in society. The arts are used for artistic expression to express specific emotions or feelings, in a narrative manner to tell stories, to imitate nature, and to persuade others. The arts bring meaning to ceremonies, rituals, celebrations, and commemorations. Additionally, they are used for recreation and to support recreational activities. Students experience the arts in a variety of roles through their own creations and performances and through those of others. Through their activities and observations, students learn to create arts and use them for a variety of purposes in society.

End of Primary	4th Grade	5th Grade
Drama		
AH-EP-3.3.1 *Students experience dramatic works created for a variety of purposes.* *Purposes of Drama/Theatre:* <u>*Sharing the human experience*</u> *(to express or communicate emotion, feelings, ideas, information (narrative))* <u>*Passing on tradition and culture*</u> *(to express or communicate feelings, ideas, information (narrative))* <u>*Recreational*</u> *(for entertainment)*	*AH-E4.3.3.1* *Students identify and/or describe how drama/theatre fulfills a variety of purposes.* *Purposes of Drama/Theatre:* <u>*Sharing the human experience*</u> *(to express or communicate emotion, feelings, ideas, information (narrative))* <u>*Passing on tradition and culture*</u> *(to express or communicate feelings, ideas, information (narrative))* <u>*Recreational*</u> *(for entertainment)*	AH-E5.3.3.1 **Students identify and/or describe how drama/theatre fulfills a variety of purposes.** **Purposes of Drama/Theatre:** <u>**Sharing the human experience**</u> **(to express or communicate emotion, feelings, ideas, information (narrative))** <u>**Passing on tradition and culture**</u> **(to express or communicate feelings, ideas, information (narrative))** <u>**Recreational**</u> **(for entertainment)**

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Big Idea/Reporting Category: Purposes for Creating the Arts (3)		
The arts have played a major role throughout the history of humans. Because of the power of the arts to communicate on a basic human level, they continue to serve a variety of purposes in society. The arts are used for artistic expression to express specific emotions or feelings, in a narrative manner to tell stories, to imitate nature, and to persuade others. The arts bring meaning to ceremonies, rituals, celebrations, and commemorations. Additionally, they are used for recreation and to support recreational activities. Students experience the arts in a variety of roles through their own creations and performances and through those of others. Through their activities and observations, students learn to create arts and use them for a variety of purposes in society.		
End of Primary	**4th Grade**	**5th Grade**
Visual Arts		

AH-EP-3.4.1
 Students experience visual art works created for a variety of purposes.
 	
 Purposes of Art:
    ceremonial - (ritual, celebration, commemoration)
    artistic expression - (to express or communicate emotion, feelings)
    narrative - (tell stories, describe and illustrate experiences, to communicate ideas or information)
    functional - (artistic objects used in everyday life)
	AH-M4-3.4.1
	 Students identify and/or describe how art fulfills a variety of purposes.
	
	 Purposes of Art:
	    ceremonial - (ritual, celebration, commemoration)
	    artistic expression - (to express or communicate emotion, feelings)
	    narrative - (tell stories, describe and illustrate experiences, to communicate ideas or information)
	    functional - (artistic objects used in everyday life)
		AH-E5-3.4.1
		 Students identify and/or describe how art fulfills a variety of purposes.
		
		 Purposes of Art:
		    ceremonial - (ritual, celebration, commemoration)
		    artistic expression - (to express or communicate emotion, feelings)
		    narrative - (tell stories, describe and illustrate experiences, to communicate ideas or information)
		    functional - (artistic objects used in everyday life)

Big Idea/Not A Reporting Category: Processes in the Arts (4)
There are three distinctive processes involved in the arts. These processes are creating new works, performing works for expressive purposes, and responding to artworks. Each process is critical and relies on others for completion. Artists create works to express ideas, feelings, or beliefs. The visual arts capture a moment in time while the performing arts (music, dance, drama/theatre) are performed for a live audience. The audience responds to the artistic expressions emotionally and intellectually based on the meaning of the work. Each process enhances understanding, abilities, and appreciation of others. Students involved in these processes over time will gain a great appreciation for the arts, for artists past and present, and for the value of artistic expression.

End of Primary	4th Grade	5th Grade
Music		
	AH-E4-4.1.1 Students create and notate short, simple melodies that demonstrate melodic shape/contour and meter.	*AH-E5-4.1.1 Students create and notate short, simple melodies that demonstrate melodic shape/contour and meter.*
	AH-E4-4.1.2 Students create and perform simple melodic or rhythmic accompaniments to given melodies.	*AH-E5-4.1.2 Students create and perform simple melodic or rhythmic accompaniments to given melodies.*
	AH-E4-4.1.3 Students improvise answers in similar style to given rhythmic and/or melodic phrases.	*AH-E5-4.1.3 Students improvise answers in similar style to given rhythmic and/or melodic phrases.*
AH-EP-4.1.4 Students sing and play alone simple rhythmic or tonal patterns by reading simple music notation.	*AH-E4-4.1.4 Students sing and play alone simple rhythmic or tonal patterns by reading music notation. Be able to sustain own part in an ensemble.*	*AH-E5-4.1.4 Students sing and play alone simple rhythmic or tonal patterns by reading music notation. Be able to sustain own part in an ensemble.*
	AH-E4-4.1.5 Students sing alone and with others a varied repertoire of music.	*AH-E5-4.1.5 Students sing alone and with others a varied repertoire of music.*

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Big Idea/Not A Reporting Category: Processes in the Arts (4)
There are three distinctive processes involved in the arts. These processes are creating new works, performing works for expressive purposes, and responding to artworks. Each process is critical and relies on others for completion. Artists create works to express ideas, feelings, or beliefs. The visual arts capture a moment in time while the performing arts (music, dance, drama/theatre) are performed for a live audience. The audience responds to the artistic expressions emotionally and intellectually based on the meaning of the work. Each process enhances understanding, abilities, and appreciation of others. Students involved in these processes over time will gain a great appreciation for the arts, for artists past and present, and for the value of artistic expression.

End of Primary	4th Grade	5th Grade
Dance		
AH-EP-4.2.1 *With a partner or in a small group, students perform a dance using the elements of dance and various movements.*	*AH-E4-4.2.1* *Students create patterns of movement incorporating the elements of dance (space, time and force).*	*AH-E5-4.2.1* *Students create patterns of movement incorporating the elements of dance (space, time and force).*
	AH-E4-4.2.2 *Students create a movement sequence with a beginning, middle, and end.*	*AH-E5-4.2.2* *Students create a movement sequence with a beginning, middle, and end.*
	AH-E4-4.2.3 *Students perform traditional folk dances, square dances, and ethnic dances. (Native American, West African/African-American)*	*AH-E5-4.2.3* *Students perform traditional folk dances, square dances, and ethnic dances. (Native American, West African/African-American)*

Bold – State Assessment Content Statement
Italics – Supporting Content Statement

Big Idea/Not A Reporting Category: Processes in the Arts (4)
There are three distinctive processes involved in the arts. These processes are creating new works, performing works for expressive purposes, and responding to artworks. Each process is critical and relies on others for completion. Artists create works to express ideas, feelings, or beliefs. The visual arts capture a moment in time while the performing arts (music, dance, drama/theatre) are performed for a live audience. The audience responds to the artistic expressions emotionally and intellectually based on the meaning of the work. Each process enhances understanding, abilities, and appreciation of others. Students involved in these processes over time will gain a great appreciation for the arts, for artists past and present, and for the value of artistic expression.

End of Primary	4th Grade	5th Grade
Drama		
AH-EP-4.3.1 *Students perform in dramatic situations that incorporate Literary, Technical and Performance elements.*	*AH-E4-4.3.1* *Students create and perform using elements of drama (Literary, Technical, Performance).*	*AH-E5-4.3.1* *Students create and perform using elements of drama (Literary, Technical, Performance).*
	AH-E4-4.3.2 *Students improvise to tell stories that show action and have a clear beginning, middle, and end. (Literary elements)*	*AH-E5-4.3.2* *Students improvise to tell stories that show action and have a clear beginning, middle, and end. (Literary elements)*

Bold – State Assessment Content Statement
Italics – Supporting Content Statement

Big Idea/Not A Reporting Category: Processes in the Arts (4)
There are three distinctive processes involved in the arts. These processes are creating new works, performing works for expressive purposes, and responding to artworks. Each process is critical and relies on others for completion. Artists create works to express ideas, feelings, or beliefs. The visual arts capture a moment in time while the performing arts (music, dance, drama/theatre) are performed for a live audience. The audience responds to the artistic expressions emotionally and intellectually based on the meaning of the work. Each process enhances understanding, abilities, and appreciation of others. Students involved in these processes over time will gain a great appreciation for the arts, for artists past and present, and for the value of artistic expression.

End of Primary	4th Grade	5th Grade
Visual Arts		
	AH-E4-4.4.1 *Students create artwork using the elements of art and principles of design.*	AH-E5-4.4.1 *Students create artwork using the elements of art and principles of design.*
AH-EP-4.4.2 *Students choose media to create artworks with a basic understanding of how to use the media.*	AH-E4-4.4.2 *Students use a variety of media and art processes to produce two-dimensional (2-D) and three-dimensional (3-D) artwork.*	AH-E5-4.4.2 *Students use a variety of media and art processes to produce two-dimensional (2-D) and three-dimensional (3-D) artwork.*